

DOCUMENT RESUME

ED 230 528

SP 022 358

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TITLE Nontraditional Games in a Foreign Environment.
PUB DATE Apr 83
NOTE 12p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Minneapolis, MN, April 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Athletics; *Cultural Awareness; Foreign Countries; *Foreign Culture; *Games; Grade 7; Junior High Schools; Junior High School Students; *Physical Activities; *Physical Education; Student Attitudes; Student Motivation
IDENTIFIERS Australia; Canada; England; United States

ABSTRACT

A study investigated students' reactions to the addition of nontraditional games (played in and traditional to another country) to the physical education curriculum. Seventh grade students in Australia were introduced to game development, skills, and present status of two sports, 'Midget' Hockey, a modified version of Canadian ice hockey, and American 'Flag' Football. Seventh grade California students were oriented to the nature of the game, skills, and present status of 'Box' Cricket, a form of English Cricket, and Australian 'Rules' Football. Each activity was taught 90 minutes a week for 5 weeks, and every unit of instruction was planned to include two measures of evaluation. The first evaluation method (observation) analyzed the groups' comprehension of rules and strategical concepts during participation in the activity. The second evaluation method (post instructional interviews) asked subjects questions concerning their interest in the games, improvement of athletic skills, enjoyment, and preference to continue playing the game. Results indicate that youth preference in games is affected by the opportunity for participation and the value of the activity. The integration of nontraditional games should be considered as a means of familiarizing children with alternative forms of competition. (CJ)

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NONTRADITIONAL GAMES IN A FOREIGN ENVIRONMENT. TOM CROSS, UNIVERSITY OF OKLAHOMA

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STATEMENT OF THE PROBLEM

The physical education experience in the public school revolves about the traditional activities of the nation. Within the United States, a curriculum's nucleus is based on the major sports, baseball, football, and basketball. A country, such as Australia, has developed their physical education program around the national games, Cricket, 'Rules' Football, and Rugby. The inclusion of alternate activities result from the popularity of games held at the Olympics or the individual experience and interest of an instructor.

Several of our country's most popular games are mutations of activities considered to be traditional throughout a large portion of the civilized world (i.e., Cricket to Baseball, Rugby to Football). The popularity of one country's game remains oblivious to the population of unknowing countries of the world, due to geographical location, climate, or lack of interest levels.

Studies have analyzed the process that socialize people to an active role in sport. Bandura and Walters (1963) conclude that ~~interest~~ results from a frequent association with the activity and participation. Parents, peers, and teachers have been suggested as influential predictors of a child's involvement in sport (Greendorfer & Lewko, 1978; Watson, 1975). The results conducted by Spreitzer and Snyder (1976) offers sport experienced as a child to have a strong influence on the activities selected as an adult.

Image and value are concerns which motivate the development of games and perpetuate their use in meeting the needs of the culture. Insufficient exposure or role models create difficulty in developing an appreciation for another cultures' games. The continuing need for understanding among people of all nations would suggest the integration of alternative games. Should

physical education curriculum be altered to include non-traditional games as part of the educational experience?

PROCEDURES

A structured program of non-traditional games alien to the traditional sports of the respective countries were introduced to male and female seventh grade students living in a small community environment, one site found in Victoria, Australia (N=66, 32 males and 34 females), and the second site located in the state of California (N=29, 17 males and 12 females).

The Australian students were introduced to game development, skills, and present status of the two sports, 'Midget' Hockey, a modified version of Canadian Ice Hockey, and American 'Flag' Football. The California students were oriented to the nature of the game, skills, and present status of 'Box' Cricket, a form of English Cricket, and Australian 'Rules' Football.

Each activity was taught ninety (90) minutes a week (three, 30 minute sessions) for a period of five weeks. Every unit of instruction was planned to include two measures of evaluation. The first method was concerned with game objectives. Did students understand the strategy and skills involved in the conduct of the game? This question was analyzed through performance observations recorded during the competitive game phase of the unit (Tables I-IV). A 10% change in performance measures, observed between the first and second competitive game, established increased comprehension of game concepts. The second method of evaluation consisted of post instructional interviews with subjects. A list of questions were asked of subjects following the conclusion of each unit, to ascertain their feeling in regard to participating in the non-traditional games. 'Yes', 'No', or 'Unsure' answers were recorded for each subject. Data (observations and interviews) were analyzed using percentages achieved through frequency counts. No tests of significance

were used in this analysis.

RESULTS

Motivating interest in a competitive activity that is foreign to the participant's traditional games requires imagination and precise execution of a specific program of instruction. The games, American 'Flag' Football, Canadian 'Midget' Hockey, Australian 'Rules' Football, and English 'Box' Cricket are examples of sport which represent various cultures of the world. These games, modified for safety and adapted to the available facilities, were designed to expose students to the image and competitive values of the delegated country.

The first method of evaluation (observation) analyzed the groups' comprehension of rules and strategical concepts during participation in the activity. The following performance measurements were recorded during each of two competitive games scheduled during the final meetings of each sport involved in the study:

American 'Flag' Football - (Table I)

- A) Number of times a team lined-up onsidies in relation to the number of plays attempted throughout the game.
- B) Number of times a team maintained ball possession in relation to the total running plays completed during a game.
- C) Number of plays completed without a rule-infraction.

Canadian 'Midget' Hockey - (Table II)

- A) Number of off-side calls in comparison with the total offensive rushes attempted throughout the game.
- B) Number of passes completed in relation to the number of attempted passes throughout the game.
- C) Number of penalties in relation to the total number of offensive

OBSERVATION RESULTS

TABLE I

AMERICAN "FLAG" FOOTBALL

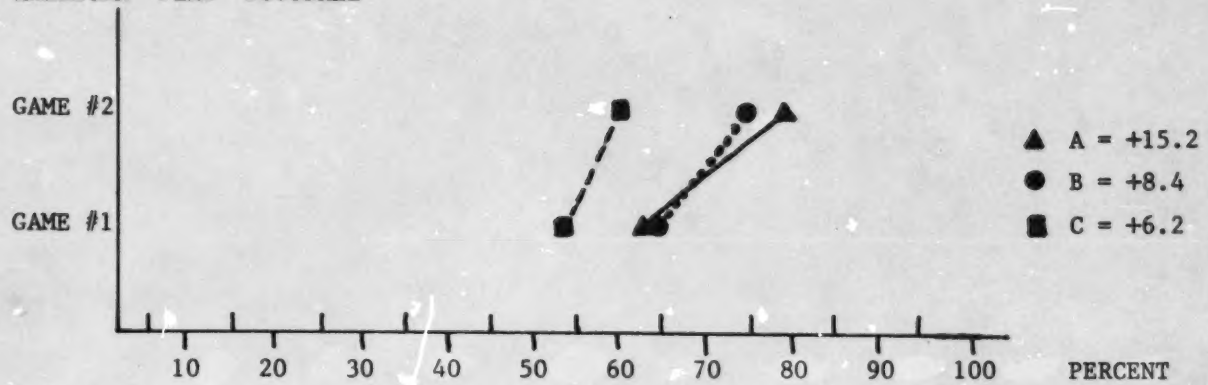
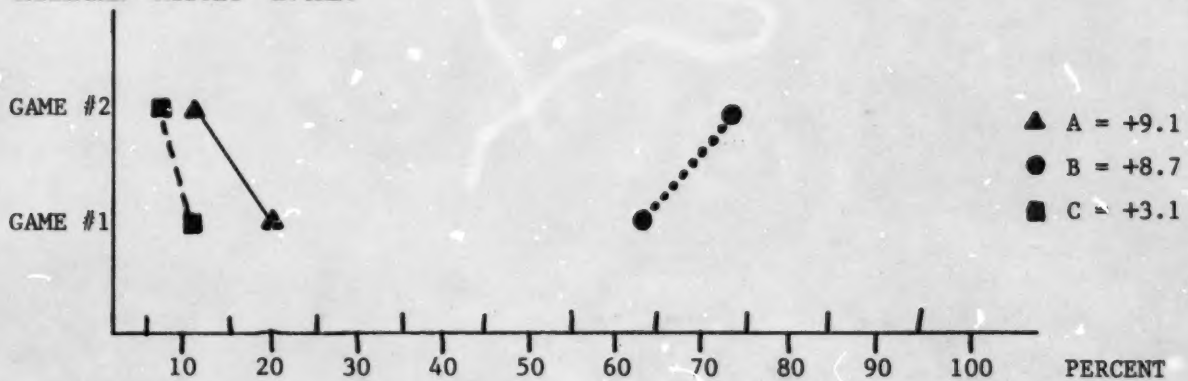


TABLE II

CANADIAN "MIDGET" HOCKEY



rushes attempted.

Australian 'Rules' Football - (Table III)

- A) Number of goal kicks attempted by a defensive player in relation to the total goal kicks attempted throughout the match.
- B) Number of passes via a thrown ball in relation to the total passes attempted throughout the match.
- C) Number of ball possession fouls in relation to the total goal kicks and passes attempted during the match.

English 'Box' Cricket - (Table IV)

- A) Number of times a player remained at the wicket after a batted ball in relation to all batted balls struck during the match.
- B) Number of bowled balls in relation to all pitched balls during a match.
- C) Number of runs scored without striking the ball as compared with all runs scored during the match.

Data (Tables I - IV) reveal a positive improvement in every performance aspect observed ($\bar{X} = +10.8$, $S_x = 4.4$). Minimal changes in Australian 'Rules' Football (measure - 'C') identified the difficulty American students found in avoiding their traditional tackling methods for those used in the Australian game. The substantial change in bowling methods used in 'Box' Cricket (measure = 'B') suggests adaptation to a skill common to the game and increasing the opportunity for success.

The second method of evaluation (post instructional interviews) consisted of asking each subject to answer the following list of questions:

- 1) Were you interested in learning this game in the beginning?
- 2) Do you think your athletic skills are better after learning to play this game?

OBSERVATION RESULTS

TABLE III

AUSTRALIAN "RULES" FOOTBALL

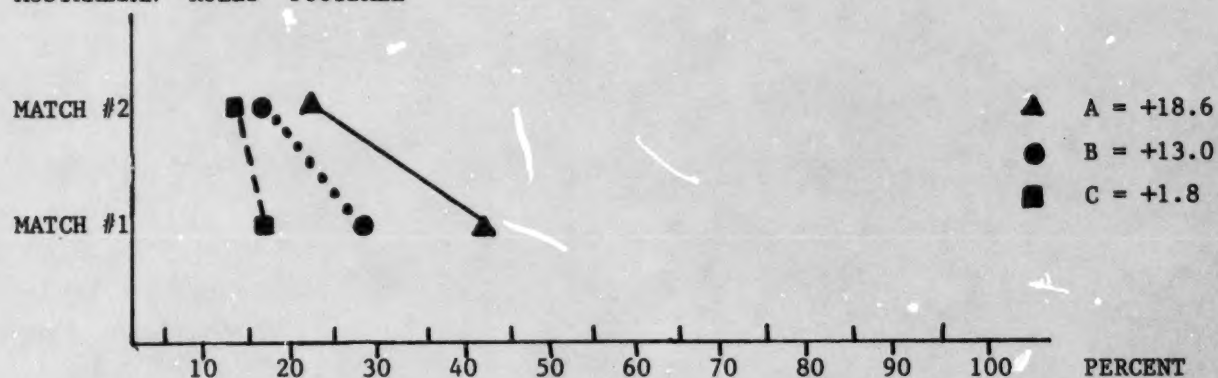
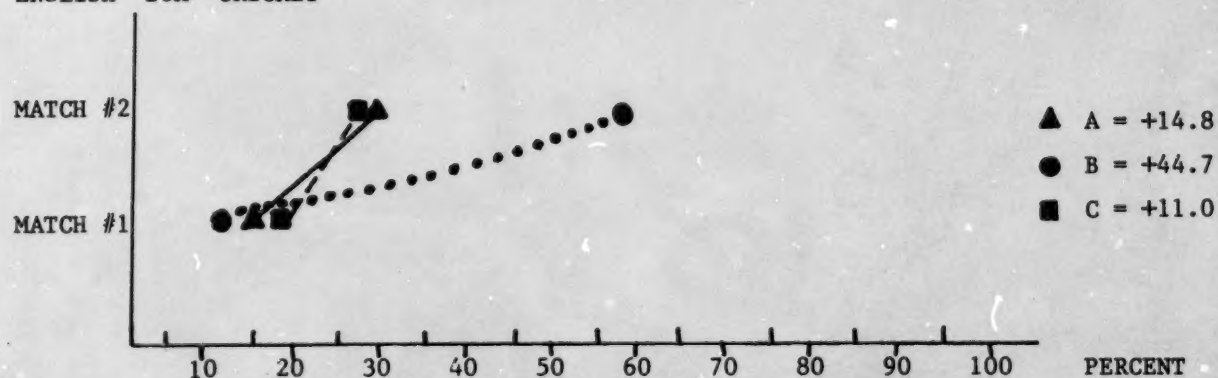


TABLE IV

ENGLISH "BOX" CRICKET



3) Did you enjoy playing this game?

4) Will you continue to play the game during your free time?

The percentage of 'yes' answers to each question are diagrammed in Table V. 'Unsure' feelings were expressed with the most frequency when subjects were asked if they would continue to play an activity during their free-time. Replies of 'I'm not sure', were recorded 42% of the time among subjects who experienced American 'Flag' Football, 41% after Australian 'Rules' Football, 24% concluding English 'Box' Cricket, and 4.5% following Canadian 'Midget' Hockey.

CONCLUSIONS

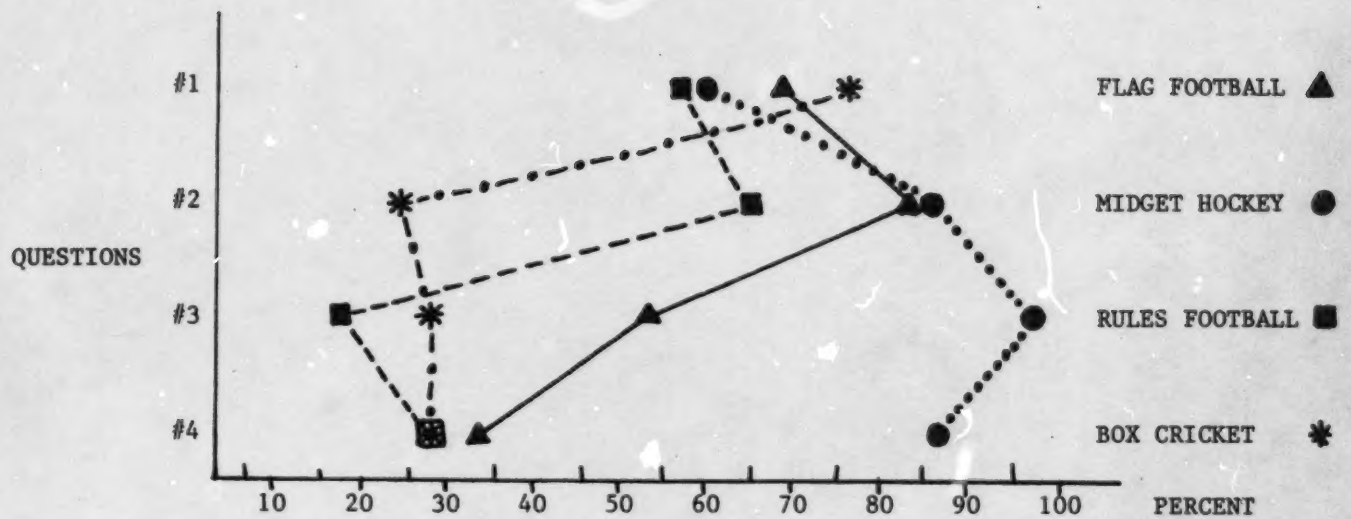
Observed performance factors identified improvement in the group's understanding of games non-traditional with more familiar models of competition. Post instructional interviews suggest that continued participation following the teaching unit would decay in each case other than 'Midget' Hockey.

Although, the students in both scenarios participated with enthusiasm throughout each five (5) week block of instruction only the Australian children continued to participate in a non-traditional game following the formal program. They continued to practice and play 'Midget' Hockey during their recess and lunch break. One student, who had always been a loyal follower and performer of 'Rules' Football, remarked that after experiencing the formal hockey instruction, he had wished that the city recreational service would provide the same program as at school, so he could play hockey all the time.

Youth preference in games would appear to be effected by the opportunity for participation and the value of the activity. In Australia, amateur sport is the dominate interest of the population. Participation is most important with prime attention placed on national amateur teams at all age levels. The youth, therefore, are receptive to alternate forms of play. In America, a

INTERVIEW RESULTS

TABLE V



different situation exists. The youth are deluged with the professional play of the traditional games and identify this form of play as the accepted manner for achievement and recognition. They have no time for activity foreign to this end.

The games, 'Flag' Football, 'Midget' Hockey, 'Rules' Football, and 'Box' Cricket, are examples of sport which represent various cultures of the world. American 'Flag' Football offers calculating tactics (plotting) to reach an objective. A period of planning (the huddle), followed by the moment of execution. Canadian Hockey provides fast continuous action which imitates the tempo of life in a modern society. Australian 'Rules' Football presents a search for identity while attempting to maintain past ties. English 'Box' Cricket teaches strength in position, endurance, solitude, and patience. Each game provides a fresh competitive experience and requires the development of skills and strategy not ordinarily produced in traditional games.

The integration of non-traditional games should be considered as a means of familiarizing children with alternative forms of competition. The games described in this project provide a model program of instructional and behavioral objectives which enhance the understanding between selected nations of the world.

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